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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) teacher perception of male and female principals' communication styles; (2) a study of informative oral communication skills in early and late adolescence; (3) a study of leadership emergence in heterogeneous groups; (4) assertive-responsive communication style of working men and women; (5) conversational pragmatics; (6) the listening aspect of interpersonal communication; (7) mothers' control of normal and developmentally delayed children in communicative interaction; (8) self-esteem, confirmation, and emotional satisfaction in small groups; (9) a longitudinal study of mothers' speech characteristics; (10) lenient shifts in group discussion of sanctionable behavior; (11) change in ego, identity, and interpersonal relationships in college; (12) the impact of social networks on the development of communicative competence; (13) characteristics of argument in interpersonal communication; (14) orientations to conflict and their consequences for negotiating behavior; (15) the use of premeditated humor in interpersonal relationships; (16) the effects of change in rate of speech on listeners' attention; and (17) the relationships among self-monitoring, nonverbal sensitivity, and perceived communication competence. (HTH)

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Interpersonal, Nonverbal, and Small Group Communication

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1983 (Vol. 43 Nos. 7 through 12).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

CS 504 272

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Abstracts of the following dissertations are included in this collection:

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Biderman, Rebecca
THE EFFECTS OF THE MINNESOTA COUPLES COMMUNICATION PROGRAM ON COMMUNICATION, ADAPTABILITY AND COHESION: A QUASI-EXPERIMENTAL INVESTIGATION

Bozik, Mary Koplitz
A DESCRIPTIVE STUDY OF INFORMATIVE ORAL COMMUNICATION SKILLS IN EARLY AND LATE ADOLESCENCE

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THE PERCEPTION OF COMPLIANCE-GAINING SITUATIONS AND STRATEGIES: A MULTI-DIMENSIONAL SCALING STUDY

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THE IMPACT OF SOCIAL NETWORKS ON THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE

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Zolten, Joseph Jerome
THE USE OF PREMEDITATED HUMOR IN INTERPERSONAL RELATIONSHIPS

TEACHER PERCEPTION OF MALE AND FEMALE PRINCIPAL COMMUNICATION STYLE

Order No. DA8310351

BATTLE, MURIEL WILLIAMS, ED.D. *University of Missouri - Columbia*, 1982. 110pp. Supervisor: Dr. Jerry W. Valentine

Purpose of the Study. The purpose of this study was to investigate and determine if communication behavior was significantly different between male and female principals in secondary schools.

Procedures. Data were gathered via mail survey using the *Audit Of Administrator Communication*. The population was female secondary principals in a 6 state mid-western area who had male counterparts.

Conclusions. (1) Female principals scored higher than male principals on all dimensions of communication as measured by the *Audit of Administrator Communication*. (2) Female teachers more positively perceive principal communication skills than do male teachers, regardless of the principal's sex.

Implications/Recommendations. Are female administrators inherently better communicators than male administrators? Findings of this study would so imply. However, such factors as the innate intelligence, skills and personalities of women administrators and male administrators may be significant contributing variables which were not controlled for in this study. More specifically stated, is it possible that women score more highly than men because only the best of female applicants receive administrative positions while men receive less scrutiny when being considered for administrative positions? Further research in the characteristic difference of male and female administrators should be conducted using communications as the dependent variable and using demographic, personality, psychological, and intelligence characteristics as the independent variables.

Do higher scores for principals on the *Audit of Administrator Communication* relate to more effective schools for students as measured by student attitude and achievement, parent attitude and teacher attitude and job satisfaction? If so, does this mean that female principals are more effective principals than male principals? Research using dependent variables of student attitude and achievement, parent attitude, teacher attitude, teacher job satisfaction and organizational climate should be conducted to describe the relationship of communication upon those independent variables.

THE EFFECTS OF THE MINNESOTA COUPLES COMMUNICATION PROGRAM ON COMMUNICATION, ADAPTABILITY AND COHESION: A QUASI-EXPERIMENTAL INVESTIGATION

Order No. DA8301507

BIDERMAN, REBECCA, PH.D. *University of Minnesota*, 1982. 216pp.

The purpose of this study was to (1) assess the effect of MCCP on couples' communication, (2) compare the effect of MCCP on communication with couples of high and low marital adjustment and (3) investigate the effect of MCCP on couples' cohesion and adaptability. This study also explored couples' position within the Circumplex Model of Marriage and Family Systems.

The subjects were 42 married couples with no previous experience in MCCP. The experimental group consisted of 28 couples who enrolled in MCCP groups in six different social service agencies in the Twin Cities area of Minnesota. The control group consisted of 14 couples interested in participating in MCCP in the future. The two groups did not differ significantly on demographic variables. Participants were typically Protestant and of high socioeconomic status.

A quasi-experimental, non-equivalent, pre-post control group design was used to assess changes as a consequence of MCCP. Communication was measured by both a self-report and a behavioral measure: Bienvenu's Marital Communication Inventory and a modification of Steller's Index of Communication Skill Usage. Adaptability and cohesion were measured by the Family Adaptability and Cohesion Evaluation Scales. Couples in the experimental group were divided into high and low adjustment groups based on their Locke-Wallace Marital Adjustment Test Scores.

Results indicated the following: (1) Couples in the experimental group increased significantly ($p < .05$) their proportion of communication skill usage compared to the control group. They reported significant increases in the MCI but the differences between the two groups were not significant on this measure. (2) There were no significant differences between high and low adjustment groups on either measure of communication yet both groups reported significant increases on the MCI after the program. (3) A negative correlation was found between couples' self-reported communication and their rated use of communication skills. (4) Couples who participated in MCCP reported a significant ($p < .05$) increase in their cohesiveness but differences were found between experimental and control groups on either adaptability of cohesion as a consequence of MCCP. (5) Analysis of experimental couples within the Circumplex Model showed most of them were balanced on cohesion and adaptability at both testing periods.

A DESCRIPTIVE STUDY OF INFORMATIVE ORAL COMMUNICATION SKILLS IN EARLY AND LATE ADOLESCENCE

Order No. DA8302815

BOZIK, MARY KOPLITZ, PH.D. *University of Illinois at Urbana-Champaign*, 1982. 144pp.

The present descriptive study investigated adolescent informative discourse in order to identify various strategies used in informative discourse and to provide a basis for oral informative communication training.

Three variables that are likely to influence the process of oral clarity were considered: (1) age and the resulting sophistication in control over language and thought, (2) interaction and possibility of receiving feedback, and (3) planning and the resultant possibility of making one's messages systematic.

Three classes of dependent measures were developed to capture the elements judged essential for success with the kind of descriptive task used: (1) indices of message completeness based on the inclusion of essential topics, (2) general strategies for formulating clear messages, and (3) assessment of speaker and listener strategies for feedback management.

The study used a 2 x 2 x 2 factoral design. Students from the seventh and eleventh grades each explained how to play a game of his or her choice. Half the students explained how to play the game to a physically present conversational partner not familiar with the game; half prepared audiotaped instructions to be used by someone not familiar with the game. Half had three minutes of planning time; half did not.

Results verified earlier research which indicates an apparent inadequacy of adolescent informative discourse skills. Message completeness increased with age: general organization and style strategies used to improve message clarity did not. Planning and interaction did not affect message completeness or the use of general intelligibility strategies. Amount and level of speaker's feedback management strategies did not increase significantly with age, but the level of listener feedback management strategies did.

The study provided evidence of a need for training programs in oral communication skills. Three more specific implications are also apparent: (1) informative discourse strategies should become a part of the curriculum, (2) planning strategies need to be taught that will enable students to benefit from a planning opportunity when it is available, and (3) the failure to use interaction management strategies reflects a lack of understanding of the interactive nature of communication.

AN EXPERIMENTAL STUDY OF LEADERSHIP EMERGENCE IN HETEROGENEOUS GROUPS

Order No. DA8300842

BUNYI, JUDITH MATEO, PH.D. *Indiana University*, 1982. 134pp.

This study was conducted to find out how and why individuals do or do not ascend to positions of leadership. Specifically, this research focused on factors that might give the real leader of the group the less recognized status of "unsung hero/ine," the type of leader who remains unrecognized despite having contributed the most in terms of substance toward the accomplishment of the group's task. Past research has indicated that the skill and gender of the potential leader and sex composition of the group are factors that contribute to an individual's being overlooked as acknowledged leader. The purpose of the present investigation, therefore, was to determine whether or not these variables influenced members' perceptions of the actual

leader and highest contributor during the group discussion and their choice of future leader.

To achieve this purpose, an experiment was conducted in which subjects enrolled in basic speech courses met in three-person groups to discuss a management-type case. Various experimental conditions were set up wherein task competence and gender of a confederate and sex composition of the group were varied. After the group discussion, subjects were asked to rate every member of the group on Bales' Interaction Process Analysis scale and to identify the discussants whom they (1) perceived to be the actual leader, (2) thought contributed most toward the completion of the task, and (3) would choose to be the group leader for subsequent group activities. All group discussions were videotaped and rated for effectiveness of the skill manipulation.

Results of the chi-square tests and analyses of variance indicated that sex composition of the group and task orientation contributed to leadership emergence. In other words, the gender of the majority of the group determined whether the person who emerged as leader was male or female. More important, however, was the finding that the more a person engaged in leadership behaviors, the better were his or her chances of being acknowledged highest contributor and leader of the group.

ADMINISTRATIVE ATTRIBUTION IN INTERPERSONAL COMMUNICATIONS

Order No. DA8226140

CARPENTER, MICHAEL REECE, PH.D. *Georgia State University - College of Education*, 1982. 141pp.

Purpose. The purpose of this investigation was to assess the use of selected concepts of administrative attribution theory in the interpersonal communications of private school administrators and to assess attributions as a predictor of administrative behavior.

Methods and Procedure. An observational field study was conducted. The subjects of this exploratory field study consisted of six administrators from a selected private school. An observation instrument was developed to record descriptive and attributional data during each interpersonal communication. Seventeen selected concepts were represented on the observation instrument.

Each administrator was observed for a week. Attributions were recorded from each interpersonal communication. The Rotter Scale was administered to each administrator. The research findings were, then, presented in descriptive statistics.

Results. Eighty-nine percent of the observed attributions were consistent with administrative attribution theory. Ninety-three percent of the foreseeable attributions were consistent with the administrators' predictions.

Each administrator scored within the range of internality on the Rotter Scale. The administrators made 71% of their attributions personality factors. Ninety-eight percent of the total attributions recorded were made toward others. Less than 2% were self attributions.

Conclusions. (1) Administrative attribution theory was a valid predictor of the attributional tendencies of the administrators in this study. (2) Prior attributions of the administrator when known were usually accurate predictors of administrator behavior in foreseeable interpersonal communications. (3) The administrators attributed others' motivation as caused by personality factors rather than environmental influence. (4) Administrators made attributions similar to those made by laypersons.

ASSERTIVE-RESPONSIVE COMMUNICATION STYLE OF MEN AND WOMEN WHO WORK

Order No. DA8227477

COWAN, KAREN M., PH.D. *Bowling Green State University*, 1982. 113pp.

A paper-pencil, self reporting, communication style survey was administered to 327 members of various Northwestern Ohio professional organizations. The communication style survey which was compiled from the Rathus Assertiveness Scale and the Shaw Assertive-Responsive Scale, was designed to measure the assertive and responsive communication styles of working females and males.

Data from the survey was compiled and factors were extracted using factor analysis. Factor scores were then computed and multivariate analysis of variance was performed on the eleven research questions to determine whether significant differences in communication style existed in the various groups examined. It was determined that there were significant differences in communication style between working males and females, as well as differences in communication style among personnel who are in different levels of organizations and among those who expect different numbers of promotions within the next five years.

Univariate analysis of variance was performed on the significant research questions to determine which factors contributed to the significance.

Various interactions were also examined including the interaction of sex with each of the research questions. Multivariate analysis of variance was again performed to determine significant interactions. It was concluded that there was a significant difference in the communication style of males and females when examined with other research questions.

It was concluded that: (1) communication style is a combination of present environmental conditions and past social and interpersonal development; (2) Communication style research would be a valuable tool in analyzing organizational environment and behavior.

CONVERSATIONAL PRAGMATICS

Order No. DA8310045

CROW, BRYAN KELSO, PH.D. *The University of Iowa*, 1982. 368pp.
Supervisor: Professor John Waite Bowers

Conversational pragmatics is the study of a conversational participant's choice from a repertoire of formal, topical, and functional features in constructing an utterance that will be heard as appropriate to its sequential context, and that will successfully perform the intended illocutionary action. This study is based on the assumption that conversational meaning is in part a product of the *predictability* of pragmatic choices, aside from considerations of content. If there were no predictability, participants would have great difficulty constructing coherent sequences of utterances, and even more difficulty maintaining a topic. The basic pragmatic unit is the *conversational act*, which may be propositional (asserting, recounting, predicting, etc.) or nonpropositional (pre-act, buffer, qualifier, etc.). Contingencies among acts constitute *conversational sequences* (question/answer, agreement, etc.), which are situated within *conversational episodes* (narrative, conflict, etc.).

This study applies the model of conversational pragmatics to 15 conversations by 5 couples, recorded by themselves in their homes. Unitization of the transcribed conversations yielded over 20,000 acts, which were coded according to a typology derived from previous work in conversation analysis and relational communication, with additional codes grounded in the present data. Reliability of unitization and categorization was determined. The coded conversations were then analyzed nonsequentially and sequentially. Nonsequential analysis revealed sex differences in the use of various pragmatic resources, as well as co-occurrences of features. Lag sequential analysis was used to identify sequences which occurred in the conversations significantly more often than would have been predicted by chance alone. The verification of a number of predictable sequences, some of which had been identified in previous research, is taken as evidence that conversation is pragmatically constrained, and that one move is contingent upon another in several ways. The study emphasizes the usefulness of both quantitative and qualitative analyses of conversations.

THE LISTENING ASPECT OF INTERPERSONAL COMMUNICATION

Order No. DA8301143

DEBOER, WANDA AILEEN, ED.D. *University of Northern Colorado*, 1982. 145pp.

Statement of the Problem. The problem of this study was to investigate ways to increase one's listening ability. An awareness of the need was gained through a review of the literature; contributions of experts in listening; interpersonal relationships in business, education, and society in general; and construction of a course outline and units in an undergraduate course in listening and relevant courses.

Method. This descriptive study used extensive research materials including books on the subjects of listening, psychology, communication, and business. Magazine and journal articles, newspaper articles, and newsletters in listening were surveyed.

Results. Findings showed evidence that one's listening ability can be improved. Research evidenced that an awareness of the need for

effective listening is becoming an urgent necessity in business, schools, and social fields. Whereas, reading, writing, and speaking skills have received attention in the classroom, the aural element in interpersonal communication has been left to falter on its own. Usually after graduation most students enter a society where they will probably listen a good part of the day, yet the academic world has done little to train students in operant listening.

A review of the literature not only gave a chronological presentation of scholars but also presented their contributions which have helped spark interest in this art. Research substantiates the ideas that most of the current concepts are based on earlier research.

During the last decade over 100 colleges and universities have added listening comprehension courses to their curriculum. This study proposed a listening course outline and listening units to existing relevant courses.

Conclusions. Based on the facts presented, the following conclusions are drawn: (1) Listening comprehension needs additional research and refinement. (2) More emphasis should be put on the need to increase one's listening ability. (3) The listening aspect is the most important attribute needed for achieving loyalty, respect, and trust in one another in interpersonal relationships.

THE RELATIONSHIPS AMONG SELF-MONITORING, NONVERBAL SENSITIVITY AND PERCEIVED COMMUNICATION COMPETENCE

Order No. DA8229114

FRIEDEMANN, MARIE ANN, PH.D. *University of Denver*, 1982. 181pp.

This study was undertaken in order to investigate the relationship among three variables that are thought to be critical to effective social interaction. Specifically, the study examined the relationships among self-monitoring, nonverbal sensitivity and communication competence. It was hypothesized that self-monitoring was positively related to nonverbal sensitivity, that self-monitoring was positively related to communication competence, and that nonverbal sensitivity was positively related to communication competence.

Three instruments, the Self-Monitoring Scale, the Profile of Nonverbal Sensitivity and the Wiemann Test of Communicative Competence, were administered to 96 subjects. Pearson product moment coefficients of correlation and stepwise multiple regression were used to analyze the data.

The data did not confirm the hypotheses; the variables do not exhibit relationships among themselves. Moreover, regression analysis indicated that when the variables of self-monitoring and nonverbal sensitivity are combined, they account for an insignificant and insufficient amount of variance on communication competence.

Suggestions for further research include further investigations of the Self-Monitoring Scale, and theoretical and instrumental refinement of the concept of communication competence. Additionally, research on those variables that are thought to be associated with perceptions of competence is vital.

MOTHERS' CONTROL OF NORMAL AND DEVELOPMENTALLY DELAYED CHILDREN IN COMMUNICATIVE INTERACTION

Order No. DA8300728

GARRARD, KAY RUSSELL, PH.D. *University of California, Berkeley*, 1982. 119pp.

The focus of this study was to determine whether child development maturity contributes to the controlling language style of mothers who interact with their developmentally delayed children. The research examined the effects of child age and child intelligence and the interaction of these variables on mothers' language. Also, the correlations between mothers' language behaviors and children's intelligence and communicative contributions were examined.

The data consist of codings of 52 mother-child pairs engaged in free play in their own homes: 26 mothers with their 2½-5-year-old normal children and 26 mothers with their 2½-5-year-old delayed children. Child age and child intelligence were significant effects for thee mother language indices: directives, true questions, and informative statements. Child intelligence, but not child age, was a significant effect for mother's proportion of utterances per turn, verbal episode initiations, and confirmation utterances. There was a significant interaction effect between child age and child intelligence for mothers' limiting questions.

The correlational data supported the prediction that child intelligence and child language competence would influence mothers' controlling language style. It was hypothesized that mothers' controlling language would correlate negatively with child intelligence and child high contributory language and positively with child low contributory language. Conversely, it was hypothesized that mothers' noncontrolling language would correlate positively with child intelligence and child high contributory language and negatively with child low contributory language. Thirty-two of the thrity-seven significant correlations supported the hypotheses.

The data were considered in relationship to the developmentally delayed children's language capabilities and the literature on adult language to normal children. The results supported a social-interactional viewpoint that both adult and child play a significant role in adult-child communication.

RELATIONSHIPS BETWEEN ELEMENTARY TEACHERS' EXPRESSED ATTITUDES TOWARD STUDENTS, QUALITY OF DYADIC CLASSROOM INTERACTION AND STUDENT GRADES

Order No. DA8300157

HAZLETT, BENJAMIN ADDISON, ED.D. *Oklahoma State University*, 1982. 48pp.

Scope of Study. This study focuses on dyadic interaction in selected elementary school classrooms, the quality of the interaction that takes place between a teacher and selected students and the level of academic achievement of those selected students. The study hypothesizes that there are significant relationships between a teacher's expressed attitude toward students, the quality of dyadic interaction that takes place within the classroom and the academic achievement of the selected students. The relationships of these variables were studied on a sample consisting of six elementary school teachers and 36 fifth and sixth grade students in a northeastern Oklahoma community.

Chi-square and contingency coefficients were computed to test for relationships of the hypotheses. Chi-square and contingency coefficients were also used to test the relationships between the race of the students and the quality of dyadic interaction.

Findings and Conclusions. Significant relationships were found to exist in the relationship between: (1) the teachers' expressed attitudes toward students and the quality of the dyadic classroom interaction, (2) the teachers' expressed attitudes toward students and academic achievement as measured by mathematics grades and (3) the quality of dyadic classroom interaction and the students' academic achievement as measured by students' grades. Also, a significant relationship was found to exist between the race of the student and the quality of the dyadic classroom interaction.

THE PERCEPTION OF COMPLIANCE-GAINING SITUATIONS AND STRATEGIES: A MULTI-DIMENSIONAL SCALING STUDY

Order No. DA8229931

HERTZOG, ROBERT LEWIS, PH.D. *The University of Iowa*, 1982. 178pp. Supervisor: James Bradac

This study examined the environmental elements which influence the perception of interpersonal persuasion situations, the influence of environmental elements on the selection of persuasive strategies, and attempted to develop models which may predict the most likely strategy in typical compliance-gaining situations.

The research focuses on persuaders in an attempt to delineate the factors which influence their perception of the situation and their choice of persuasive strategy. Previous research has tended to impose situational elements on research subjects. The present study attempted to allow respondents themselves to determine the situational elements.

In phase one respondents described compliance-gaining situations. After examination, the non-redundant situations (145) were divided into three data sets and submitted to three groups of

respondents, who made similarity judgments. These judgments were submitted to a multidimensional scaling analysis.

Five perceptual dimensions emerged from among these situations: (1) resistance to persuasion, (2) values/rules, (3) sex relevant/sex irrelevant, (4) dominance/success, and (5) long-term/short-term consequences. The first four of these dimensions were reproduced consistently across the data sets, indicating the dimensions provide independent descriptions of compliance-gaining situations which might be employed in other research.

Phase two selected situations from each of the first four phase-one dimensions and submitted them to respondents who wrote the persuasive messages they would employ in the situation. From these, selected messages were submitted to two groups of respondents who made similarity judgments. The results were also submitted to a multidimensional scaling analysis.

The analysis produced four persuasive-strategy dimensions. They were: (1) reward/fairness, (2) understanding/persuader's values, (3) surrender/attack, and (4) interpersonal commitments. A mild trend indicated a relationship between phase-one dimensions and phase-two dimensions. Situations which were perceived as similar seemed to generate persuasive strategies which were also perceived as similar. Predictive models synthesizing the influence of situation and personality on the selection of compliance-gaining strategies were discussed, as well as suggestions for future research.

EFFECTS OF SOURCE DOGMATISM ON RECEPTIVITY TO FEEDBACK

Order No. DA8229118

HIGHTSHOE, JAMES BRADLEY, PH.D. *University of Denver*, 1982. 132pp.

The purpose of this study was to clarify the role source-dogmatism plays in the source's satisfaction with a communication experience when confronted with varying levels of feedback. All subjects, regardless of dogmatism, were expected to respond with different levels of self-reported satisfaction, both with the communication process and with their performance, under different feedback conditions. Additionally, the different feedback conditions (free feedback versus zero feedback) were expected to affect high- and low-dogmatics differentially. These expectations produced two hypotheses: (I) Subjects experiencing free feedback conditions will differ in their levels of satisfaction with the experience and with their own performance from subjects experiencing the zero feedback condition. (II) The difference between the satisfaction experienced by high and low dogmatics will be greater for one level of feedback than for the other.

To test the research hypotheses, a purposive sampling plan was employed to generate a sample specific on the independent variable of dogmatism: high dogmatic subjects and low dogmatic subjects. Thirteen experiments were then conducted. In each experiment, two subjects (one high- and one low-dogmatic) experienced a feedback condition (free feedback or zero feedback) which was randomly assigned.

Immediately following each experiment, the subjects completed a satisfaction questionnaire designed to measure the subject's satisfaction with his performance in the communication experience and satisfaction with the communication experience itself. The data from the research was analyzed by means of an SPSS computer program for two-way analysis of variance (ANOVA2).

Hypothesis one was supported, with subjects' self-reported satisfaction with the communication process attaining a probability of .025, and subjects' self-reported satisfaction with communicative performance attaining a probability level of .055. Significance was preset at .05.

Hypothesis two, the interaction hypothesis, failed to reach significance. However, the trend of the results was in the direction advanced by the study's theoretical position.

It was suggested that research continue to investigate the relationship between dogmatism and feedback. It was further suggested that future research utilize a larger sample size or alter the research design.

SELF-ESTEEM, CONFIRMATION, AND EMOTIONAL SATISFACTION IN SMALL GROUPS

Order No. DA8229119

HULL, JOHN WARE, JR., PH.D. *University of Denver*, 1982. 161pp.

The present study sought to explore the relationship between self-esteem, confirmation, and emotional satisfaction in small groups. It was proposed that emotional dissatisfaction may be associated with disconfirming communication and emotional satisfaction may be associated with confirming communication. It was further suggested that the self-esteem of group members is related to the amount of confirming or disconfirming communication they exhibit while interacting in a group.

The following hypotheses were tested: (I) The interaction of groups composed of high self-esteem members, as measured by the Sieburg (1972) System for Scoring Interpersonal Confirmation and the Sieburg (1973) Perceived Confirmation Scale, will consist of more confirming acts than will the interaction of groups with low self-esteem members. (II) The members of high self-esteem groups will report on the Liebig (1972) Emotional Satisfaction Scale that they experience greater emotional satisfaction during group interaction than will members of low self-esteem groups.

Randomly chosen Denver University undergraduates were administered the Franks and Marolla (1976) Self-Esteem Instrument for measuring self-esteem levels. A total of 120 students were each assigned to one of 12 low self-esteem or to one of 12 high self-esteem groups based on each subject's self-esteem score. Each group participated in a discussion which was tape recorded. After the group discussion, the perceived confirmation and the satisfaction scales were administered to each participant. The tape recordings were evaluated by three judges using the Sieburg system for scoring interpersonal confirmation.

No significant difference was found between the mean confirming acts or the mean disconfirming acts of the high and low self-esteem groups. A significant difference was found between the mean perceived confirmation scores and the mean emotional satisfaction scores of the high and low self-esteem groups. A significant correlation was also found between the perceived confirmation and the emotional satisfaction of the participants.

The findings largely supported the hypotheses. It was found that the interaction of groups composed of high self-esteem members is perceived by them to be significantly more confirming than is the interaction of groups composed of low self-esteem members. Furthermore, high self-esteem members report significantly greater emotional satisfaction. It was found that a significant relationship exists between perceived confirmation and satisfaction.

OBSERVERS' COMPARISONS OF THE INTERPERSONAL COMMUNICATION SKILLS OF STUDENTS WHO SELF-SELECTED A SPECIAL SPEECH COURSE AND STUDENTS WHO SELF-SELECTED A REGULAR SPEECH COURSE

Order No. DA8228904

KELLY, LYNNE, PH.D. *The Pennsylvania State University*, 1982. 149pp.
Adviser: Gerald M. Phillips

This study attempted to answer the question: Do observers report any differences in the interpersonal communication skills of students who self-select a special speech course and students who self-select a regular public speaking course? Those students who self-select the special course at the Pennsylvania State University have been designated "reticent." Theorists assume that reticent communicators lack the necessary skills to be effective. This study was an attempt to test that basic premise of the reticence construct.

There were 18 participants from the special course and 17 from a regular public speaking course. Participants were videotaped as they interacted with an authority figure, the confederate for the study. Judges made paired comparisons of the effectiveness of the participants. They were instructed to rate as more effective the participant who was more fluent, appeared less nervous, and was more active during the interaction.

Findings of the study indicated that neither group of participants

was judged as generally more effective than the other. The rankings of the participants were jumbled with regard to sample. The Mann-Whitney *U* Test was computed, with the result that the probability was greater that the participants in the two independent samples were drawn from the same population. In addition, judges were found to be consistent in making their judgments and demonstrated a high amount of agreement with one another.

The first major conclusion of the study is that the students who self-select the special course because they feel they have problems in communication were not perceived as less skillful communicators than those students from the public speaking course. This calls into question the assumption that those we designate as "reticent" are less skillful at communicating than those we label "non-reticent." The second major conclusion is that the method of paired comparisons is a reliable means for making comparative evaluations of interpersonal competence because it results in a high degree of consistency on the part of the judges and agreement among them.

A LONGITUDINAL STUDY OF MOTHERS' SPEECH CHARACTERISTICS

Order No. DA8228283

KUBASKA, CATHY ANN, PH.D. *Brown University*, 1982. 143pp.

The purpose of this study was to examine some phonetic and syntactic characteristics of the speech of two mothers to their children over a longitudinal time period. Both mothers had middle class backgrounds, held advanced degrees, and were their children's primary caretakers. The spontaneous interactions of these mothers and their children were tape recorded in their homes. The taping sessions cover the children's babbling, early word, and later acquisition stages. Using computer analysis, the voice onset times (VOTs) of word-initial stops in the mothers' speech to their children were measured. Measurements of syntactic complexity in the mothers' speech include mean length of utterance in words, mean number of sentence nodes per utterance, mean number of modifiers per noun phrase, and type-token ratios. These same measurements were also obtained from adult-adult samples for each mother.

The results do not support Moslin's (1979) interactionist model of phonological acquisition, which was based on results from her cross-sectional VOT study of mothers' and children's speech. There were few significant differences between mothers' VOT values during their children's pre-word and post-word stages, or between the adult-adult and adult-child samples. The significant results which were obtained generally were opposite to those predicted by the interactionist model. Mothers' VOTs do not appear to be tuned to children's linguistic development. The child's phonological acquisition of a voicing contrast does not require specialized input, such as VOTs of 100 milliseconds for voiceless stops.

Compared to adult-adult samples, syntactic measures in the mother-child speech showed reductions in complexity, even during the children's pre-word stages. Though variation in content may affect the acquisition rate of language specific structures, syntactic adjustments in the linguistic data in an accessible form. However, having accessible input is necessary for language development, since it is the first step in the process of acquiring a grammar.

AN AROUSAL INTERPRETATION OF THE EFFECTS OF CHANGE IN RATE OF SPEECH ON LISTENERS' ATTENTION

Order No. DA8303960

MCCONVILLE, JAMES RALPH, ED.D. *Indiana University*, 1982. 64pp.
Chairperson: Dr. Lawson H. Hughes

Recent studies have found that subjects have shown a preference for rates of speech faster than the normal rate of 175 wpm. The question arises, though, as to whether student preference for faster rates of speech will be helpful or detrimental to the student learning situation.

The purpose of this study was to determine whether changes in rate of speech affected subjects' attention as indicated by measuring number of correct responses on a standardized test, the N_1-P_2 wave amplitude, and changes in amplitude and percent of power in the alpha and beta range of the sustained potential. The independent variables were combined in a 4 x 4 Greco-Latin square design with repeated measures. Subjects, 20 graduate students, were given one of four audio tape presentations consisting of four randomly ordered listening selections at four randomly ordered presentation rates of 75 wpm, 175 wpm, 275 wpm, and 375 wpm.

The results of the analyses of variance found a statistically significant difference ($p < .05$) in number of correct responses and N_1-P_2 amplitude for changes in rate of speech. Neither the amplitude nor the percent of power in the alpha or beta range were found to be significant for the sustained potential. The N_1-P_2 results had a significant interaction with other variables. A Newman-Keuls range test found that the difference in means for rates of speech was statistically significant in accordance with previous research findings. It was concluded that change in rate of speech has the following results (a) attention levels are the same at 75 wpm as those at 175 wpm (b) attention increases at 275 wpm in comparison to 175 wpm (c) subjects' attention decreases greatly at 375 wpm as compared to 75 wpm, 175 wpm, and 275 wpm.

INTERACTION OF CONCEPTUAL SYSTEMS AND STRUCTURE OF INTERVIEWING TRAINING MODALITIES WITH INTERPERSONAL COMMUNICATION SKILLS EFFECTIVENESS

Order No. DA8308490

PICCIRILLO, MARTIN LOUIS, PH.D. *Fordham University*, 1983. 185pp.
Mentor: James Joseph Hennessy

The purpose of the study was to determine whether degree of structure of interview training interacted with trainee conceptual systems functioning in affecting attainment of interpersonal communication skills. Hypotheses derived from both personality and instructional theories were tested. Degree of structure was determined by criteria established in education and in counseling. The This I Believe Test was employed to assess conceptual systems of trainees and the Scale for Rating Interpersonal Effectiveness was utilized to determine attainment of interpersonal communication skills.

Five training modalities, which ranged from very structured to relatively unstructured, were employed, and were one semester's duration. In the 5 modalities, the final sample included 100 upper division undergraduate and graduate students who were previously untrained and who completed conditions of this study. The conceptual systems functioning of participants included 61 System I, 9 System II, 13 System III, and 17 System IV. The rank-ordered modalities included 18 from Training Modality Y, 15 from Training Modality V, 17 from Training Modality W, 16 from Training Modality X, and 24 from Training Modality Z.

It was hypothesized that no significant difference in level of interpersonal communication skills would be attained as a function of degree of structure of the training modality or of trainees' conceptual systems. Means, standard deviations, chi-square tests, correlation coefficient, one-way analyses of variance, two-way analysis of variance, and post hoc comparisons were employed to analyze data.

Results of the investigation indicated that degree of structure is a significant predictor of attainment level of interpersonal communication skills regardless of conceptual systems of trainees. More structured but flexible training was associated with greater mastery of interpersonal communications skills. Expected interaction of degree of structure with conceptual systems was not found.

Conceptual and methodological issues were discussed to integrate the present findings with past findings in person-environment and counselor training research. Conclusions, drawn from past research and present findings, included increased interviewing training, more precise measures of conceptual systems, more global measures of interpersonal communication skills, assessment of trainer level of functioning, and trainer level of functioning influence on trainee achievement.

AN EMPIRICAL INVESTIGATION OF LENIENT SHIFTS IN GROUP DISCUSSION OF SANCTIONABLE BEHAVIOR

Order No. DA8300865

RAGSDALE, JAMES GAUT, PH.D. *Indiana University*, 1982. 160pp.

The purpose of this study was to determine the role of communication during group discussion of sanctionable behavior. Past research had revealed that groups discussing sanctionable behavior frequently render post-discussion judgments that are more lenient than pre-discussion judgments. While previous research had identified the tendency of groups to shift to more lenient judgments as a result of discussion, no prior investigation focused on where the shift is manifested, which is during discussion itself. To determine the role of discussion in producing and facilitating shifts to leniency, fifty-six, five or six member groups discussed a case study involving negligent homicide. The defendant descriptions in the case were manipulated for status (high/low) and gender. Before and following discussion participants recommended a sentence for the defendant accused of negligent homicide.

The dependent measures in the study were as follows: (1) perceived guilt of the defendant; (2) perceived status of the defendant; (3) pre/post discussion judgment; (4) particularization of communication, (5) universalization of communication. The last two measures were assessed by rating the communication in the fifty-six group discussions which were all audiotaped. Each discussion was rated by three raters using a twenty-four item scale. This rating scale provided information regarding the types of contributions that facilitated shifts to leniency.

As analysis of the data obtained from the ratings suggested that where lenient shifts occurred, discussion was particularistic; that is, communication tended to focus on characteristics and attributes of the defendant, and why the defendant behaved the way s/he did. Communication in groups that failed to shift to more lenient post-discussion sentences was predominantly universalistic; that is, remarks typically focused on the act committed and the appropriate sanction(s) for behavior precipitating such an act. In addition, the results revealed that the high status defendants were the targets of more particularistic contributions than the low status defendants; therefore, groups discussing high status defendants experienced more and greater shift to leniency as a result of discussion than the groups discussing low status defendants.

CHANGE IN EGO IDENTITY & INTERPERSONAL RELATIONSHIPS IN COLLEGE

Order No. DA8229966

RIAHINEJAD, AHMAD REZA, PH.D. *The University of Iowa*, 1982. 171pp. Supervisor: Professor Albert B. Hood

The purpose of this project was to study college students' development along two vectors of Chickering's model. The Erwin Identity Scale (E.I.S.) was used to measure students growth along Identity Vector and the Mines-Jenson Interpersonal Relationships Inventory (M.J.I.R.I.) was utilized to assess students growth along the Freeing Interpersonal Relationships Vector. Students were tested during their freshman summer orientation (July, 1977) and again by the end of their senior year (March, 1981). Using t-tests the results of these two testings were analyzed. Major findings were as follows:

College students scored significantly higher on all three sub-scales of the E.I.S. (Confidence, Sexual Identity Conceptions About Body and Appearance) from freshman to senior year. This result was generally found when the data were analyzed by sex, commitments in dating patterns, degree of involvement in campus activities, continuously registered vs. stop-out and commitment to career. No changes were found related to commitment to politics, life style and religion. Most of the changes occurred from sophomore to senior year on the E.I.S.

Scores on interpersonal relationships as measured by the M.J.I.R.I. also increased from freshman to senior year. The only significant results were found in comparing the scores of freshmen and seniors. Growth in interpersonal relationships was found to be related to sex, dating behavior and religious liberalism. In contrast to finding on the E.I.S. most of the changes occurred during the freshmen year.

AN ETHNOGRAPHIC STUDY: COMPARISON OF CONFLICT RESOLUTION COMMUNICATION IN THE WOODSTOCK FOOD COOPERATIVE AND SIGMA TAU OMEGA FRATERNITY

Order No. DA8300029

SCHNELL, JAMES ALAN, PH.D. *Ohio University*, 1982. 382pp. Director of Dissertation: Dr. Ray E. Wagner

The problem of this study rests primarily on the conflict resolution communication attempts practiced by the Woodstock Food Cooperative. The researcher seeks to find if the primary ideals of the counterculture are evidenced in the communication attempts at conflict resolution. Study of the resolution attempts also involves description of the Co-op, its operation, membership, activities, and surrounding community.

Analysis is highlighted through comparison and contrast with Sigma Tau Omega Fraternity, which represents an opposite position on the philosophical continuum: using counterculture as one extreme and dominant culture as the other extreme. The Co-op presents itself as based on counterculture philosophy and Sigma Tau Omega presents itself as based on dominant culture philosophy.

Participant observation was the primary method used for data gathering. The researcher was a member of the Co-op and Proctor of the fraternity during the period of the study. Other methods of data gathering included informative interviews, three surveys, and review of literature written by/about the organizations. The researcher utilized 12 months of field study. An overt approach was maintained by the researcher. A symbolic interactionist framework was employed to interpret phenomena regarding conflict resolution communication within the organizations.

THE IMPACT OF SOCIAL NETWORKS ON THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE

Order No. DA8310866

STOHL, CYNTHIA, PH.D. *Purdue University*, 1982. 278pp. Major Professor: Robert Norton

This dissertation describes and measures the basic attributes of young children's social networks and examines how these attributes relate to children's levels of communicative competence. Two measures were developed: (a) a social network inventory used to measure the formal and substantive attributes of children's social networks including the size, degree of interconnectedness, clustering, diversity, content and role multiplexity, satisfaction, continuity, frequency of interaction, and proximity of networks, and (b) a measure of young children's communicative competence based upon teachers' perceptions of children's performance of four functional competencies: controlling, heuristic, informative, and expressive, as well as sociolinguistic and interactive competencies.

Based upon interviews with 55 mothers, a total of 965 links were identified as significant people within preschool children's networks. Systematic differences in component linkages and communicative patterns were identified. Using Smallest Space Analysis (Lingoes, 1973), eight types of network structures emerged. Significant differences in network size, degree of interconnectedness, percentage of kin, percentage of members living in the child's household, frequency of interaction, and number of people who participate in creative, physical, educational, play, and communication activities and go on special outings with the child were found among network structures.

Three daycare center teachers filled out competence measures for each child. The results indicated high reliability among teacher ratings. Teachers perceived that children's communicative performance varied along two dimensions--effectiveness and politeness both strongly associated with overall assessments of competence. Females were reported to be significantly more competent than males and older children were evaluated as significantly more competent than younger children.

The overall results suggest that children who were perceived to be more competent than other children had large, multiclustered networks with relatively low degrees of interconnectedness, high interaction frequency rates, and large numbers of people who participated in communication activities and special outings. The least competent children were isolated between two small and highly interconnected homogeneous clusters of network members.

A PARENT INVOLVEMENT PROGRAM INCLUDING COMMUNICATION TO PARENTS INTEGRATED WITH A PARENT EDUCATION PROGRAM AND ITS EFFECT ON ACADEMIC ACHIEVEMENT, CLASSROOM CONDUCT, STUDY HABITS AND ATTITUDES

Order No. DA8303944

TERNIES, ROBERT HUNTER, ED.D. *Florida Atlantic University*, 1982. 238pp.

The purpose of this study was to determine if a parent involvement program entitled Parent Communication Plus Program (PCPP) would significantly influence student academic achievement (GPA and achievement scores), conduct, and study habits and attitudes.

The design of the fourteen week study was a Randomized Control Group Pretest Posttest Design. The experiment site was Boca Raton Christian School, a college preparatory private school with an enrollment of 475 students in grades K-12. Ninety students, selected from the population in grades 6-12 who fell in the lower fortieth percentile based on grade point average (GPA), were randomly assigned to three groups of thirty each. Each study group consisted of students and their parents.

Two of the three study groups received the PCPP treatment with the third group serving as the control. The unique feature of the PCPP treatment was that in addition to reporting the students' recent progress, the treatment included a parent education component. Group A received communication twice a week in the form of a phone call and a mailed progress report. Group B received a call one week and a mailed report the next. Each phone call was structured to cover four essential points: parent curriculum designed to help parents be more effective in helping their youngster in school, rapport building, progress reporting, and task assignment.

Pretest and posttest data were collected on the four major dependent variables. Study instruments included the *California Achievement Test*, the *Survey of Study Habits and Attitudes*, and the students' report cards for conduct and GPA values.

Analysis of the data included a one-way analysis of variance, a posteriori contrasts, and analysis of covariance with a multiple classification analysis. At the end of the study, completion of a feedback questionnaire was requested from parents who received a PCPP treatment.

The conclusion supported the hypothesis that the PCPP variable had a significant effect on GPA. Conduct, achievement scores, and study habits and attitudes were not significantly affected.

CHARACTERISTICS OF ARGUMENT IN INTERPERSONAL COMMUNICATION

Order No. DA8229138

TRAPP, ROBERT ARTHUR, PH.D. *University of Denver*, 1982. 259pp.

This study was an attempt to investigate the process whereby persons participated in interactions that they describe as "arguments" in interpersonal communication settings. Two data bases were examined. The first consisted of 53 persons' written responses when they were asked to describe a situation that they would call an argument. The second data base consisted of 60 transcripts of conversations that were sorted by 145 persons into categories of "arguments," "not arguments," and "not sure." Those transcripts that elicited widespread agreement ($p = .001$) that they were cases of argument were categorized as "paradigm cases of argument." Those transcripts that elicited disagreement as to whether they were cases of argument were categorized as "paradigm cases of conversations other than argument."

These data bases were analyzed in order to describe the characteristics of interpersonal argument. These characteristics were divided into generic characteristics that apply to the entire range of phenomena called "argument" and paradigmatic characteristics that apply only to the clear-cut and unambiguous examples of "argument."

The generic characteristics of argument include: (1) persons disagreeing and (2) persons comparing views of reality. Disagreeing is enacted by persons construing their views of reality so that those views are assumed to be mutually incompatible. The process of comparing views of reality consists of discovering shared views of reality that can be linked to the original disputed view of reality. Comparing views of reality is the "reason-giving" component of interpersonal argument. When persons are able to share some view of reality, they may be said to have provided a "good reason" for their view of the original disputed reality. When this occurs, agreement results.

The paradigmatic characteristics of argument serve to further define the core of the concept. Actualized, unresolved, and intentional disagreement by both persons over some preferred outcome characterizes a "paradigm case" of interpersonal argument.

AN INVESTIGATION OF ANTICIPATORY EFFORT AND THE GAIN-LOSS EFFECT IN NEW DYADIC RELATIONSHIPS

Order No. DA8227974

WAUGH, CHARLES GORDON, PH.D. *Kent State University*, 1982. 139pp. Director: Dominic Infante

This experiment was designed to investigate several questions about Aronson's gain-loss theory.

Whereas reinforcement theory predicts A's feelings toward B are dependent on the total number of positive statements (minus negative statements) B makes about A, gain-loss theory predicts A's feelings toward B are more influenced by the order of evaluations received. Shifts from negative to positive evaluations will result in greater liking for the evaluator than when only positive evaluations are made. Shifts from positive to negative evaluations will result in greater disliking for the evaluator than when only negative evaluations are made.

Four variables prior research suggested might additively maximize chances for the appearance of the gain (and elusive loss) effect were included. The suggested importance for the loss effect of Ss engaging in vigorous anticipatory (believed to be relevant) efforts to influence their evaluator's judgments of them was examined as was the question about gain-loss effects ability to be detected with a variety of dependent variables.

Using power analysis to determine cell size, based on an assumption of moderate effect, a 2 x 4 design was employed to examine the effects of types of evaluative feedback and levels of anticipatory effort on the feelings and behaviors of 160 individually processed Ss toward their evaluator.

The results failed to find either gain (hypothesis 1) or loss (hypothesis 3) effects. They additionally failed to support hypothesis 4's interaction predictions that increasing anticipatory effort would lead to greater evaluator liking in final positive conditions, though some greater evaluator disliking was found in final negative conditions. Finally, hypothesis 2's widespread support (negative-positive evaluations induced greater evaluator liking than positive-negative evaluations), also supported an alternative reinforcement-recency interpretation which clearly provided a better explanation of the results found. Though gain-loss results were not found, all three paper and pencil measurements arrived at fairly similar results.

It was concluded Aronson's assumptions about gain-loss theory, and its broad applicability to everyday life, must seriously be called into question. Reinforcement theory and its offshoot, reinforcement-recency theory, seem more powerful and more applicable to more conditions.

ORIENTATIONS TO CONFLICT AND THEIR CONSEQUENCES FOR NEGOTIATING BEHAVIOR

Order No. DA8303920

WOMACK, DEANNA FULLERTON, PH.D. *University of Kansas*, 1982. 261pp.

A major limitation of game theoretic literature is its focus on the ways in which subjects respond to each other without first identifying subjects' individual approaches to conflict. The game theoretic literature postulates four different orientations to conflict suggested

by Braithwaite, Nash, Raiffa, and Shapley. This study investigated whether or not these orientations are used by real individuals responding to a Battle of the Sexes type game.

Student and adult subjects were presented a questionnaire describing a negotiation involving a used car. They indicated what price they would most expect to pay for the car and the price at which they would break off negotiations. They then responded to a series of open-ended questions designed to reveal their reasons for preferring a particular price.

The major finding of the study was that individuals do exhibit very different price preferences in the same conflict situation. Three hypotheses were tested and confirmed: (I) Individuals exhibit different price preferences, (II) Persons who prefer similar prices give similar reasons for doing so, and (III) Students will be willing to pay significantly higher prices for the car than will adults. The hypotheses were tested by estimating multiple regression equations using the expected selling price and break off price as criterion variables and content analysis categories from the open-ended questions as predictor variables.

Four major themes emerged from subjects' responses: bargaining advantage, determination of needs or wants, fairness, and threat. The presence of orientations not predicted by the game theoretic literature is clearly indicated by this study.

THE USE OF PREMEDITATED HUMOR IN INTERPERSONAL RELATIONSHIPS Order No. DA8305719

ZOLTEN, JOSEPH JEROME, PH.D. *The Pennsylvania State University*, 1982. 169pp. Adviser: Gerald M. Phillips

This dissertation makes the case for humor as a consciously applied strategy of interpersonal communication. The fundamental question is: To what extent are persons described by their social contacts as "humorous" conscious of what they do?

The ruling paradigm of humor research is informed by the work of Sigmund Freud. Two basic Freudian features of this paradigm are, (1) an equation of humor with verbal joke-telling, and (2) a belief that humor is primarily a function of unconscious mind. The issue that emerges is whether or not the humor of day-to-day social interaction can at least be considered equally a conscious phenomenon. The problem can be viewed as an interface between Freud and Aristotle. Is an act of humor primarily *unconscious*, as Freud proposes, or *conscious* as Aristotle proposes?

To conduct the research, a series of questions was designed. These questions were based on principles outlined in Aristotle's *Rhetoric*, the classic work on how communication persuades. The questions sought to determine whether or not a subject was conscious of applying humor in social communication. The subjects were chosen on the basis of having reputations among friends and acquaintances as humorous. The interviews were recorded and the responses used as evidence of conscious intent.

The conclusion was that humor could be viewed as a conscious communicative strategy. In addition, it was noted that a consistent lexicon of humor would be important to future research.

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